**Instructional Rigor Observation Tool**

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| DOK Level 1 | DOK Level 2: | DOK Level 3 | DOK Level 4 |
| Recall and Reproduction | Skill/Concept | Strategic Thinking | Extended Thinking |
| Recall a fact, information, or procedure  Examples: arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who‐ what‐ when‐ where. | Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.  Examples: apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues | Requires reasoning, developing plan or a sequence of steps, more than one possible answer  Examples: apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate,  revise, use concepts to solve non‐routine problems | Requires investigation, complex reasoning, planning, developing, and creative thinking‐probably over an extended period of time.  Examples: analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, justify, propose, prove, support, synthesize |

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| **Questioning** | |
| DOK Level 1: Recall and Reproduction | DOK Level 3: Strategic Thinking |
| DOK Level 2: Skill/Concept | DOK Level 4: Extended Thinking |
| Teacher uses academic and content-specific language when asking questions |  |
| Students respond to questions using academic and content-specific language |  |
| Teacher demonstrates appropriate wait time after asking questions |  |
| Teacher provides appropriate scaffolding and support to ensure all students are engaged in answering higher order questions |  |
| Teacher uses appropriate strategies for responding to incorrect or incomplete student responses |  |
| **Models and Examples** | |
| DOK Level 1: Recall and Reproduction | DOK Level 3: Strategic Thinking |
| DOK Level 2: Skill/Concept | DOK Level 4: Extended Thinking |
| Teacher breaks down complex tasks and problems and models the processes, strategies and thinking required to successfully complete the task or solve the problem |  |
| Teacher models strategies and structures for reading closely, analyzing, discussing and writing about complex, grade-level text. |  |
| Teacher uses “think aloud” technique to model how and why to use specific tools, scaffolds and strategies to access and interact with complex tasks and problems |  |
| Teacher models the appropriate use of academic and content-specific vocabulary while interacting with complex tasks and problems |  |
| Teacher uses “think aloud” technique to justify his/her reasoning and explain his/her answers |  |
| **Tasks and Discussions** | |
| DOK Level 1: Recall and Reproduction |  |
| DOK Level 2: Skill/Concept |  |
| DOK Level 3: Strategic Thinking |  |
| DOK Level 4: Extended Thinking |  |
| Students complete tasks and engage in discussions with peers and teacher using academic and content-specific language |  |
| Tasks and discussion activities require students to read closely, analyze, deeply discuss and write about complex, grade-level text. |  |
| Teachers provide appropriate scaffolding and support to ensure all students are engaged with complex tasks and discussions |  |
| **Assessments** | |
| DOK Level 1: Recall and Reproduction |  |
| DOK Level 2: Skill/Concept |  |
| DOK Level 3: Strategic Thinking |  |
| DOK Level 4: Extended Thinking |  |
| Teachers provide appropriate scaffolding and support during assessment to ensure all students are able to demonstrate higher order thinking skills (e.g., providing support/scaffolding to reduce the impact of a student’s low reading proficiency level on his/her ability to demonstrate higher order thinking skills in science) |  |